



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3: January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Application stamp-in date and time

RECEIVED
TEXAS EDUCATION AGENCY
2018 NOV 12 PM 2:15
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **La Vega I. S. D.**

CDN

161906

Vendor ID

ESC

12

DUNS

Address **400 East Loop 340**

City **Waco**

ZIP **76705**

Phone

254-299-6700

Primary Contact **Dr. Sharon M. Shields**

Email

sharon.shields@lavegaisd.org

Phone

254-299-6700

Secondary Contact **Dr. Charla Rudd**

Email

charla.rudd@lavegaisd.org

Phone

254-299-6715

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances
- ☒ Application-specific Provisions and Assurances

- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification
- ☒ ESSA Provisions and Assurances requirements

Authorized Official Name **Dr. Sharon M. Shields**

Title **Superintendent**

Email **sharon.shields@lavegaisd.org**

Phone **254-299-6700**

Signature

Date **11/9/2018**

Grant Writer Name **Dr. Charla Rudd**

Signature

Date **11/9/2018**

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

RFA # **701-18-106** SAS # **277-19**

2019-2021 Grown Your Own Grant Program, Cycle 2

Page 1 of 10

701-18-106-043

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Fill teaching vacancies with highly effective teachers from within the paraprofessional ranks that are representative of student demographics	Assisting 5 paraprofessionals that have longevity with the district in obtaining their Bachelor's Degree and Teacher Certification will increase the overall ethnically diverse of the faculty to more closely represent the diverse student population.
Increase the long term retention of highly effective teachers and instructional staff by reducing the 18% year annual turnover rate.	Typically the first year teacher uses the district to gain experience and then move to other district that have lower economically disadvantaged rates. Supporting nine (9) paraprofessional to become certified will decrease the turnover rate by 5% in the first two years.
A small applicant pool of educators certified to teach dual credit Education and Training courses.	Recruitment of students in the Education and Training Pathway is promoted through exposure to highly motivated faculty that possesses the certifications enabling students to take dual credit courses.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

La Vega ISD will increase the number of highly effective teacher from within the organization through the support of nine (9) paraprofessionals.
Half of the ten (10) educators supported by grant funds will be representative of the majority minority student populations.

Beginning with the 2019-2020 school year, students enrolled in the Education and Training Pathway advanced course (Instructional Practices) will have the opportunity to take the course through dual credit offerings. La Vega ISD will partner with McLennan Community College (IHE) to offer the course.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

1. All 5 paraprofessionals enrolled in college courses to obtain bachelor's degree.
2. 4 paraprofessionals that hold bachelor degrees are enrolled in an Alternative Teacher Certification Program and sign contract as teacher of record for the 2019-2020 school year.
3. The Education and Training teacher enrolls in Master of Education coursework.
4. All teacher participants, paraprofessionals, counselor, and administrator will have attended the TEA Institute in June, 2019.
5. Recruitment plan for identifying and soliciting students into the Education and Training Pathway will be completed, with procedures and progress monitoring by December 2019.
6. FCCLA chapter will have held officer elections and conducted four official chapter meetings.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

1. All 5 paraprofessionals complete 1st semester college courses and enroll in second semester courses.
2. All 4 paraprofessionals complete face-to-face components of Alternative Certification programs and meet expectations of the year-long clinical program. All 4 sign contracts with district as teacher of record.
3. Master's program teacher completes 1st semester college courses and enrolls in 2nd semester coursework.
4. FCCLA chapter members participate in tutoring activities with local elementary school and prepare for competition.

Third-Quarter Benchmark

1. All paraprofessional complete 2nd semester of college courses and enroll in senior level coursework.
2. Alternative Certification teachers complete required teacher preparation course requirements and pass certification tests.
3. Master's program teachers completes 2nd semester coursework and enrolls in final year of coursework.
4. LVISD and MCC complete MOU to offer Education and Training Pathway courses (Instructional Practices & Practicum) dual credit on campus with LVISD teacher of record.
4. FCCLA chapter membership increases and pathway courses increase to include dual credit work at community college and practicum courses offered at La Vega High School.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The evaluation team will monitor the progress of the grant activities using the benchmark goals and objectives. Data utilized by the team will be:

1. Number of paraprofessionals receiving stipends to complete the bachelor's degree and teacher certification.
2. Demographics of paraprofessionals participating in the grant.
3. Data provided by TEA from survey results developed by TEA
4. Number of hours completed by each paraprofessional and average GPA
5. Number, grade level, and content of teacher certifications completed by paraprofessionals promoted to full-time teaching positions.
6. Number of students enrolled in Education and Training Pathway.
7. Number of students enrolled in McLennan Community College dual credit coursework in preparation for Bachelor in Education.

The evaluation team will use the data to monitor and adjust program activities, level of support, professional development and resource allocations. Monthly support meetings will be conducted with grant participants as a vehicle for communicating adjustments, needs, expectations, roles and responsibilities of grant timelines and activities.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
 - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
 - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
 - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
 - ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
 - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
 - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

La Vega ISD is a testament to the research conducted by Boyd, Landford, Loeb, & Wyckoff (2003) in that students who graduated from the district return to the community to raise their families. However, the small community on the outskirts of Waco, Bellmead, is also known for its struggling low middle class neighborhoods. Students who don't receive scholarships often don't move on to college. Those who do often find themselves in situations that demand they quit school to take a job and support a family. Not only is the community below the poverty line, the community demographic makeup is changing. The 2015 census data indicates that the community is 38.1% Hispanic, 16.5% African American, and 45.4% White (<http://bellmead.com/demographics>). This is not reflected in school district data. Based upon 2017 data submitted to Texas Education Agency, the district's 3,100 students are 54.5% Hispanic, 27.6% African Americans, and 15% White. 92.3% of the student population is classified as Economically Disadvantaged. The district provides students with free breakfast and lunches through the Department of Agriculture's Community Feeding Program.

On February 20, 2018, the La Vega ISD Board of Trustees approved the course offerings for students at La Vega High School. Among the offerings was the inclusion of two new courses in the coherent sequence: Instructional Practices and Practicum in Education and Training. In April, the teacher of the courses turned in her resignation to move to a more affluent district north of La Vega ISD leaving 26 students without a course sequence to complete.

The district posting went unanswered by certified individuals until July. The administration looked within the current faculty and asked African American male teacher to move from the junior high to the high school to provide instruction. Having been with the district for the previous two years, the teacher of record has an established relationship with the students. The teacher of record provided instruction to these very students in an innovative course titled, "Methodology for Academic and Personal Success (MAPS) in which he provided students with skills and strategies necessary to make a successful transition into high school and an academic career. Students explored the options available in high school, higher education, and the professional world in preparation of establishing immediate and long-range personal goals. The teacher of record's T-TESS observations provided evidence of his ability to establish a classroom climate of mutual respect and appropriate procedures that ensured a respectful classroom culture. The teacher supports student activities outside the classroom day through his attendance which has built a positive rapport among students.

Administrative interviews with the teacher of record and others interested in pursuing a Master's in Education has lead the committee to select this teacher. The teacher has agreed to serve in the role for three years if selected to participate in the Grow Your Own Program. The teacher is demographically representative of the student population. Student achievement to date through Curriculum-based Assessments (CBA) indicates students are retaining information. Attendance and discipline referral data indicates his continued rapport with his students.

La Vega High School has had a dual credit MOU with McLennan Community College for the past four (4) years. Top administrators meet semi-annually to review the goals of both institutions. Increasing participation in dual credit coursework is one goal, but both organizations treasure the teaching profession and have made this a primary focus. Adding adjunct faculty to ensure La Vega High School students have the opportunity to participate in pursuing careers in education falls in line with the goal. The MOU outlines the crosswalk between the dual credit offerings and the required high school credits for graduation.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

The first step in the selection process was an interest survey sent to all employees in the district (2/13/2018) serving in the role of Paraprofessional/Instructional Aide. Interested candidates were required to complete the interest survey and secure two recommendations (one administrator and one educator). The survey included specific language surrounding hard-to-staff certification areas, bilingual certification, and current degree and/or hour status. The survey concluded with: acknowledgment of program requirements, remaining with the district for three years in a full-time teaching role and submission of completed recommendations.

STEP TWO: LVISD Human Resource Department supplying copies of college transcripts to verify candidate eligibility. Surveys and recommendations were reviewed by a subcommittee of the GYO Advisory Committee consisting of Curriculum Directors, Campus Administrators, and District-level Administrators.

STEP THREE: Candidate submissions were scored using Priority Point system. Points were given based on the criteria identified below. Candidates could receive a maximum of 53 points.

Longevity with the district

- 5 or more years (10 points)
- 2-4 years (6 points)
- 0-1 year (3 points)

Hard-to-staff certification area (10 points)

- Bilingual EC-6; LOTE; Math, Science EC-12 (10 Points)
- EC-6 Generalist (6 points)
- ELAR 7-12 (6 points)

Ethnicity mirrors student population (10 points)

- Hispanic (10 points)
- African American (8 points)

Alumni of La Vega ISD (3 points)

Bilingual Reading/Writing/Speaking (10 points)

Recommendations from administrator and colleague (10 points)

- High score [6-8] (10 points)
- Average score [4-5] (6 points)
- Low score [1-3] (3 points)

Seventeen paraprofessionals completed the process application and were scheduled advising consultations with IHE counselors. Individualized degree plans were provided to all participants. Nine (9) paraprofessionals were eligible to participate in the Grow Your Own Grant program.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☐ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit X \$11,000 =

Number of teachers who are teaching Education and Training courses, but not for dual credit X \$5,500 =

Number of high schools with existing Education and Training courses in 2018-2019 X \$6,000 =

Number of high schools without existing Education and Training courses in 2018-2019 X \$9,000 =

Total Request for Pathway 1

PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only X \$5,500 =

Number of candidates pursuing both a bachelor's degree and a teacher certification X \$11,000 =

Request for Pathway 2

Request for Pathway 1

Total Combined Request for Pathways 1 & 2

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment X \$22,000 =

Number of candidates participating in an intensive pre-training service program X \$5,500 =

Total Request for Pathway 3

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Stipend for 1 Education and Training teacher	5500
Stipend for 4 candidates pursuing alternative teacher certification	22,000
Stipend for 5 candidates pursuing a bachelor's and teacher certification	55,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

SUPPLIES AND MATERIALS (6300)

Consumable supplies and instructional materials for Education & Training coursework and CTSO	4,000

OTHER OPERATING COSTS (6400)

Teacher and student travel costs associated with CTSO events & competitions	2,000

Total Direct Costs 88,500

Should match amount of Total Request from page 8 of this application

Indirect Costs

1,115

TOTAL AMOUNT REQUESTED

89,616

Total Direct Costs plus Indirect Costs

Grow Your Own Grant Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

1

Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

La Vega ISD hopes to build a pipeline for the next generation of educators by offering students a coherent sequence of courses for students to gain experience while envisioning a career in education through the Education and Training pathway. La Vega high school has sequenced the pathway courses to include:

1. (9th Graders) Professional Communications;
2. (10th Graders) Human Growth and Development or Principles of Education and Training,
3. (11th Graders) Instructional Practices
4. (12th Graders) Practicum

Selecting an experienced teacher who exemplifies the ability to build relationships with students, provide rigorous engaging instruction, set high expectations, and align activities to state standards is what is needed to expand the program. Additional sections of the advanced courses will require the district to search for additional faculty. One teacher completing her first year has expressed interest. Two additional experienced teachers have approached district administrators. The word is out that the district is searching for this type of educator. The district will showcase the grant and individuals involved during the district convocation and school closing celebrations. Through this type of advertising, internal staff will ask to be considered.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

As 8th graders, student take an interest inventory that is used to guide students and their parents in identifying career interests. Career and course offerings are investigated during the spring semester of the 8th grade. Guest speakers representative of differing careers as well as La Vega high school students visit with 8th graders and discuss the pathways offered, characteristics of programs, and the rationale used when selecting the various pathways or careers. Students interested in the Education and Training pathway will be encouraged to participate in tutoring and/or mentoring programs on campus, serve as teacher aides, or take an active role in clubs. It is the individual that can build relationships, remain growth minded, and view learning as a lifelong pursuit are the main characteristics of a good educator. Students from the district will be encouraged and supported in the Early College High School, AVID, and CTSOs to continue in their growth of becoming a teacher.

Recruiting entering 9th graders begins with high school students meeting with students to relate their experiences in the pathway. Short videos illustrating the kind of activities practiced in classrooms and field experiences for each of the five pathways offered have been produced to share with students and parents. The videos will be shown to 8th graders and their parents in hopes of providing a foundational knowledge of an endorsement and the courses necessary to complete a coherent sequence. ECHS counselor, Career counselor, CTE Coordinator, CTE teachers, guidance counselors and administrators visit individually with students and parents to outline the student organizations, dual credit offerings, course selections, and endorsements.

High school seniors who are AVID students have received instruction in AVID "Tutorology" and have begun to serve as tutors on the intermediate and junior high campuses. The counselors directing the activity have reported great success from both the high school student and younger 'mentee' in social and emotional growth. Increased interest in teaching has been an unexpected result of the tutoring program. Expansion of tutoring to the students involved in Education and Training courses will give students greater field experience while also introducing younger students to the pathway and endorsements in high school.

To continue recognition of persistence, the campus and district have several initiatives. Student participation in competitions are celebrated by the La Vega Board of Trustees every month. Students who participate in competition for the CTSO will receive official recognition during the meeting as well as publically on the campus and district webpage. Recognition of determination is provided on campus by campus administrators to highlight those students who have persevered. Students are awarded food cards to local restaurants to celebrate.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

The district has had a partnership with McLennan Community College for the past four year in providing La Vega High School students with dual credits. The arrangement between the two institutions has a long standing history of efficiency. Representatives from each institution meet twice monthly to discuss student performance, success, changes needed, and make plans for future offerings. The board of trustees for each institution meets together once a year to further strengthen the relationship and maintain alignment between the goals and actions.

A copy of the current MOU is included which includes the TECA 1354 course in Child Growth & Development (page 7 of 18). Expansion of the MOU will be developed in January 2019 to include Instructional Practices and Practicum. The new MOU will be put into place for the 2019-2020 school year.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

9

Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

La Vega ISD continues to grow in student enrollment. The students of the community deserve the highest quality teacher. Hiring high quality teachers from the Bellmead community is the goal. Of the seventeen individuals who demonstrated interest in the Grow Your Own Grant, five (5) are La Vega graduates. Thirteen (13) of the paraprofessionals have been with the district for between two and eleven years. They want to be here, they want to work with our students, they just don't have the degree to teach.

Support meetings will be set up on a monthly basis to review progress in completing the degree or alternative certification program. Flexibility in paraprofessional schedule will be investigated. Allowing paraprofessionals to enroll in college courses already being offered on the high school campus may be a way to provide student supervision while allowing paraprofessionals to complete coursework at the same time. Additional flexible scheduling will be investigated with online coursework being offered by both Tarleton State University and Texas Tech University. Paraprofessionals seeking secondary certifications will be allowed by Texas Tech to substitute required coursework for experience. Coursework will be offered by McLennan Community College which is ten (10) miles from the Bellmead community.

Both ESC Region 12 and McLennan Community College Alternative Teacher Certification programs will allow students to complete a year-long clinical teaching cycle. District level administration will ensure that the paraprofessionals receive instructional coaching by campus literacy coaches and classroom management support by Student Service administrators through weekly face-to-face 30 minute sessions. Some paraprofessionals already serve in the role as behavior support, library aide, bilingual aide, or classroom aide. The district will provide arrangements for these individuals to spend time on the campus that matches the certification they are seeking to ensure successful transition.

I. Parties

This Dual Credit Partnership Agreement ("Agreement") is entered into between McLennan Community College ("MCC") and La Vega Independent School District ("District") and is designed to allow high school students at La Vega High School ("High School") to earn dual high school and college credit.

II. Purpose and Background

In accordance with the rules and regulations of the Texas Higher Education Coordinating Board (THECB), MCC offers regular college credit courses in Core Curriculum and Career and Technology for dual credit high school students. If the District approves these college courses for dual credit, high school students meeting MCC admission requirements may enroll in these courses and may receive college and high school credit simultaneously.

In order to ensure the quality of dual credit courses and to facilitate communications and understanding between the District and MCC, the following provisions are agreed to by MCC and the District where dual credit courses are offered.

III. Eligible Courses

1. Courses approved for MCC Dual Credit for a high school student must be foreign language, in the McLennan core curriculum, in the WECM, or ACGM courses with the following rubrics: ACCT, AGRI, ARCH, BCIS, BUSI, COSC, CRIJ, ENGR, ENGT, FORE, FORS, HORT, RNSG. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85, (i)(2)]
2. Courses approved for dual credit for a high school student must be applicable to a college certificate or degree.
3. This agreement does not apply to MCC Continuing Education courses.
4. The chart below is a complete list of courses accepted by the District with the corresponding high school course information. The District may add courses to be articulated for credit by submitting an addendum to this agreement at any time during the academic year.

MCC Course	LVHS Course	Credit
ACCT 2301 Principals of Financial Accounting	13016800 Financial Analysis	.5
ACCT 2302 Principles of Managerial Accounting	13016700 Accounting II	.5

ACNT 1303 Introduction to Accounting	13016600 Accounting I	1
ANTH 2346 General Anthropology	03221600 Humanities	1
ARTC 1302 Digital Imaging I	13011500 Business Information Management II	1
ARTC 1313 Digital Publishing I	N1303767 Digital Fundamentals	1
ARTS 1301 Art Appreciation	035001100 Art Appreciation	1
BCIS 1305 Basic Computer Applications	13011500 Business Information Management II	1
BIOL 1322 Nutrition and Diet Therapy	ECHS only	1
BIOL 1406 Biology for Science Majors	13037200 Scientific Research and Design	.5
BIOL 1407 Biology for Science Majors II	13020700 Medical Microbiology	.5
BIOL 1408 Biology for Non-Science Majors I	13037200 Scientific Research and Design	.5
BIOL 1409 Biology for Non-Science Majors II	13037210 Scientific Research and Design II	.5
BIOL 1411 General Botany	13037210 Scientific Research and Design II	.5
BIOL 1413 General Zoology	13000700 Advanced Animal Science	.5
BIOL 2401 Anatomy and Physiology I	13020600 Anatomy and Physiology	.5
BIOL 2401 Anatomy and Physiology I	13037210 Scientific Research and Design II (GWAHCA)	.5
BIOL 2402 Anatomy and Physiology II	13037210 Scientific Research and Design II	.5
BIOL 2402 Anatomy and Physiology II	13037400 Practicum in STEM (GWAHCA)	.5
BIOL 2404 Anatomy and Physiology (specialized)	13037200 Scientific Research and Design (also at GWAHCA)	.5
BIOL 2420 Microbiology	13020700 Medical Microbiology	.5
BMGT 1327 Principles of Management	13012100 Business Management	.5
BUSG 2309 Small Business Management	13034400 Entrepreneurship	.5
BUSI 1301 Survey of Business	13011200 Principles of Business, Marketing and Finance	1

BUSI 1307 Personal Finance	13016200 Money Matters	.5
CHEM 1405 Chemistry for Non-Science Majors	13037210 Scientific Research and Design II	.5
CHEM 1411 General Chemistry I	13037220 Scientific Research and Design III	.5
CHEM 1412 General Chemistry II		.5
CJSA 1372 Forensic Art	N1170190 Forensic Art	.5
COMM 1307 Intro to Mass Communication	03241401 Contemporary Media	.5
COSC 1301 Introduction to Computing	13037100 Principles of Technology	.5
COSC 1336 Programming Fundamentals	13027600 Computer Programming	.5
COSC 1337 Programming Fundamentals II	13027700 Advanced Computer Programming	.5
CRIJ 1301 Intro to Criminal Justice	13029200 Principles of Law, Public Safety, Corrections and Security	.5
CRIJ 1306 Court Systems	13029600 Court Systems and Practices	.5
CRIJ 1310 Fundamentals of Criminal Law	N1303013 Introduction to American Law	.5
CRIJ 1313 Juvenile Justice System	13029300 Law Enforcement I	.5
CRIJ 2323 Correctional Systems	13029700 Correctional Services	.5
CRIJ 2328 Police Systems and Practices	13029400 Law Enforcement II	.5
CRIJ 2314 Criminal Investigations	13029500 Forensic Science	.5
DRAM 1310 Introduction to Theater	03250300 Theater IV	1
ECON 2301 Principles of Macroeconomics	3310300 Economics	.5
ECON 2302 Principles of Microeconomics	03310301 Economics Advanced Studies	.5
EDUC 1300 Learning Frameworks	1290050 College Transition	.5
EMSP 1501 Emergency Med Tech-Basic	N1303015 Emergency Medical Technician, Basic	.5
ENGL 1301 Freshman Composition I	03220300 English III Semester A	.5
ENGL 1302 Freshman Composition II	03220300 English III Semester B	.5
ENGL 1301 Freshman Composition I	03320400 English IV Semester A	.5

ENGL 1302 Freshman Composition II	03320400 English IV Semester B	5
ENGL 2311 Technical and Business Writing	03221800 Independent Study In English	5
ENGL 2321 British Lit (I & II combined)	03320400 English IV Semester A&B	1
ENGL 2322 British Lit I: Up to Romantics	03320400 English IV , Semester A	5
ENGL 2323 British Lit II: Romantics-Present	03320400 English IV, Semester B	5
ENGL 2327 Amer. Lit I: Up to Civil War	03320400 English IV, Semester A	5
ENGL 2328 Amer. Lit II: Civil War-Present	03320400 English IV, Semester B	5
ENGL 2328 American Literature: Civil War- Present	03221600 Humanities	5
*NOTE: Comp 1301 is a prerequisite to any literature course		
ENGR 1304 Engineering Graphics	13036200 Concepts of Engineering Tech	5
ENGR 2106 Intro to Digital Systems Lab	13037400 Practicum in STEM	5
ENGR 2306 Intro to Digital Systems	13037600 Digital Electronics	5
ENVR 1301 General Environmental Science	03020000 Environmental Systems	5
ENVR 1101 General Environmental Science Lab	03020000 Environmental Systems	5
FREN 1411 Beginning French I	03410100 French I	1
FREN 1412 Beginning French II	03410200 French II	1
FREN 2311 Intermediate French I	03410300 French III	1
FREN 2312 Intermediate French II	03410400 French IV	1
GEOL 1301/1101 Earth Science	03060200 Earth and Space Science	5
GEOL 1101 Earth Science Lab	1300200 Principles of Ag, Food, and Natural Resources	5
GEOL 1401 Earth Sciences I for Non-Majors	1300200 Principles of Ag, Food, and Natural Resources	5
GERM 1411 Beginning German I	03420100 German I	1

GERM 1412 Beginning German II	03420200 German II	1
GERM 2311 Intermediate German I	03420300 German III	1
GERM 2312 Intermediate German II	03420400 German IV	1
GOVT 2305 United States Government	03330100 US Government	.5
GOVT 2306 Texas Government	13018200 Principles of Government and Public Administration	.5
HAMG 1340 Hospitality Legal Issues	13011700 Business Law	1
HAMG 2337 Hospitality Facilities Mgmt.	13022300 Hotel Management	.5
HIST 1301 US History to 1877	03380021 SS Advanced Studies II	.5
HIST 1302 US History from 1877	03340100 US History	.5
HIST 2321 World Civilizations I	03380032 Special Topics in SS III	.5
HIST 2322 World Civilizations II	03380042 Special Topics in SS IV	.5
HPRS 1101 Intro to Health Professions	13020200 Principles of Health Science	1
HPRS 1106 Essential to Med. Term.	13020300 Medical Terminology	1
HPRS 2300 Pharmacology/Health Profession	N1302096 Dosage Calculations	.5
HPRS 2301 Pathophysiology	13020800 Pathophysiology	.5
HPRS 2321/2221 Medical Law & Ethics for Health Professionals	13011700 Business Law	.5
HUMA 1301 Introduction to Humanities	03221600 Humanities	.5
IMED 1316 Web Design I	13027800 Digital Media	.5
ITCC 1310 Cisco Discovery I: Networking	N1302803 Internetworking Technologies	.5
ITNW 2352 Administering an Microsoft SQL Server	13027400 Telecommunications and Networking	.5
ITSC 1305 PC Operating Systems	130280000 Research in Information Technology Solutions	.5
ITSC 1325 PC Hardware	13027300 Computer Maintenance	.5
ITSC 2339 Personal Computer Help Desk	13027500 Computer Technician	.5

ITSE 2309 Database Programming	N1302802 Database Programming	5
ITSW 1304 Introduction to Spreadsheets	13037210 Scientific Research and Design II	5
ITSW 1307 Introduction to Database	13011500 Business Information Management II	1
ITSY 1342 Information Technology Security	13027900 Web Technologies	5
LGLA 1311 Introduction of Law	N1303013 Introduction to American Law	5
MATH 1314 College Algebra	03101100 Independent Study in Mathematics	1
MATH 1316 Trigonometry	03102501 Independent Study Math II	1
MATH 1324 Math for Business and Economic Analysis I	13018000 Financial Mathematics	5
MATH 1325 Math for Business and Economic Analysis II	13016900 Statistics and Business Decision Making	5
MATH 1342 Elementary Statistical Methods	03102530 Statistics	1
MATH 1350 Fundamentals of Math I	ECHS only	5
MATH 1351 Fundamentals of Math II	ECHS only	5
MATH 2412 Pre-Calculus	03102502 Independent Study Math III	1
MATH 2413 Calculus I	03102500 Independent Study in Mathematics	1
MATH 2414 Calculus II	03102500 Independent Study in Mathematics	1
MRKG 1311 Principles of Marketing	13011200 Principles of Business, Marketing, and Finance	1
MUSI 1306 Music Appreciation	03155600 Music Appreciation	1
PHIL 1301 Introduction to Philosophy	13024400 Interpersonal Studies	1
PHIL 2306 Introduction to Ethics	13024400 Interpersonal Studies	1
PHYS 1401 College Physics I	13037210 Scientific Research and Design II	5
PHYS 1402 College Physics II	13037220 Scientific Research and Design III	5
PHYS 1403 Astronomy: Galaxies and Stars	03060100 Astronomy	1
PHYS 1405 General Physics I	13037220 Scientific Research and Design III	1

PHYS 2425 University Physics I	13037210 Scientific Research and Design II	1
PLAB 1323 Phlebotomy	13037220 Scientific Research and Design III	1
PSYC 1300 Learning Frameworks	03270100 College Readiness and Study Skills	.5
PSYC 2301 General Psychology	03350100 Psychology	1
PSYC 2314 Lifespan Growth & Development	13014300 Human Growth & Development	1
PSYC 2319 Social Psychology	03350100 Psychology	1
SGNL 1401 American Sign Language Beginning I	03980100 ASL I	1
SGNL 1402 American Sign Language Beginning II	03980200 ASL II	1
SGNL 2301 American Sign Language Intermediate I	03980300 ASL III	1
SGNL 2302 American Sign Language Intermediate II	03980400 ASL IV	1
SOCI 1301 Introduction to Sociology	03370100 Sociology	1
SPAN 1411 Beginning Spanish I	03440100 Spanish I	1
SPAN 1412 Beginning Spanish II	03440200 Spanish II	1
SPAN 2311 Intermediate Spanish I	03440300 Spanish III	1
SPAN 2312 Intermediate Spanish II	03440400 Spanish IV	1
SPCH 1311 Introduction to Speech Communication	032412200 Independent Study in Speech	.5
SPCH 1315 Public Speaking	032412200 Independent Study in Speech	.5
SPCH 1318 Interpersonal Communication	032412200 Independent Study in Speech	.5
SPCH 1321 Business and Professional Speaking	032412200 Independent Study in Speech	.5
TECA 1354 Child Growth & Development	13024700 Child Development	1

IV. Student Eligibility

1. High school students must meet all eligibility requirements set forth in the THECB Rules. All eligibility requirements set forth herein are subject to the THECB Rules, and, in the event of conflict, the THECB Rules govern and apply.
2. To be eligible for enrollment in dual credit courses offered, students must have entered at least the fall semester of grade nine (9).
3. Eligibility for High School Pathways courses/programs ends six (6) weeks prior to high school graduation.
4. All dual credit students must meet the testing and placement guidelines stipulated in the MCC catalog, the THECB rules, and the Texas Education Code.

A high school student is eligible to enroll in academic dual credit courses if the student:

- a. demonstrates college readiness by achieving the minimum passing standards under the provisions of the Texas Success Initiative; or
- b. demonstrates that he or she is exempt under the provisions of the Texas Success Initiative.

A high school student is also eligible to enroll in dual credit courses (academic; workforce courses for AAS or Level 2 certificates) under the following conditions:

- a. Courses that require demonstration of TSI college readiness in reading and/or writing: if the student achieves a Level 2 final recommended score on the English 2 STAAR EOC or an English score of 435 on the ACT-Aspire.
- b. Courses that require demonstration of TSI college readiness in mathematics: if the student achieves a Level 2 final recommended score on the Algebra I STAAR EOC and a passing grade in the Algebra II course; or if the student achieves a Level 2 final recommended score on the Algebra II STAAR EOC; or if the student achieves a mathematics score of 431 on the ACT-Aspire.

McLennan recommends that a high school students score 347 on the reading section of the TSI Assessment before enrolling in workforce education dual credit courses contained in a Level 1 certificate program, or a program leading to a credential of less than a Level 1 certificate.

To be eligible for enrollment in a dual credit course offered by McLennan Community College, students must meet all regular prerequisite requirements designated for particular courses. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (b)]

5. In addition, McLennan Community College also requires that dual credit students
 - a. have a minimum high school grade point average of B (80) to enroll in academic courses and workforce courses contained in an AAS or workforce Level 2 certificate and C (75) for workforce Level 1 certificate courses;

- b. have the approval of the high school principal or counselor, parent or guardian, and a Counseling Specialist in Student Development or a Dual Credit Coordinator at MCC; and
 - c. unless otherwise exempt, score at the "college ready" level on the reading section, as well as sections of the TSI Assessment relevant to the requested course, to enroll in academic courses and workforce courses contained in an AAS or workforce Level 2 certificate.
6. Prospective high school students must complete the MCC admission process prior to registration. The application may be submitted online or by completing a paper copy of the application for admission. Students must also submit a recent Bacterial Meningitis Shot Record (within the past 5 years) if scheduling a course on the MCC campus. Information is also available on the MCC dual credit website.
 7. Prospective high school students must submit the MCC High School Programs Enrollment Form signed by the student, parent or legal guardian, and high school counselor or principal each semester. The Enrollment Form must be on file at MCC at the time of registration. The application is available on the MCC dual credit website.
 8. High school students will complete the online High School Pathways Orientation before enrolling in their first course at MCC.
 9. High school students not following the Transfer Block, detailed on the MCC dual credit website, and those who accumulate more than 18 credit hours will see an MCC college advisor before enrolling in classes.
 10. High school students taking MCC courses for dual credit will be treated as college students. It is expected that high school students taking MCC courses as dual credit will conduct themselves as college students. A collegiate classroom environment is expected. Controversial material may be addressed. The level of maturity of the high school student should be one of the criteria considered by the high school official prior to approving individuals for enrollment.
 11. Dual credit students with less than a 2.0 GPA in MCC courses after completion of six (6) credit hours will be blocked from taking additional college courses until the students have been awarded a high school diploma.
 12. Dual credit students who have three (3) or more withdrawals on their college transcript will be blocked from dual credit for at least one (1) year.
 13. The awarding of high school credit for graduation is at the discretion and approval of the School District.

V. Student Composition of Class

1. Dual credit courses may be composed of dual credit students only or of dual and college credit students. Exceptions for a mixed class, which would also include high school credit-only students, may be allowed only under one of the following conditions:

- a. If the course involved is required for completion under the State Board of Education High School Program graduation requirements and the high school involved is otherwise unable to offer such a course.
- b. If the high school credit-only students are College Board Advanced Placement students.
- c. If the course is a career and technology/college workforce education course and the high school credit-only students are earning articulated college credit. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (d)]

VI. Faculty Selection, Supervision and Evaluation

1. As required by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), MCC controls all aspects of its educational programs. Each educational program for which academic credit is awarded is approved by the faculty and the administration. MCC will maintain qualified faculty who demonstrate the ability to deliver college-level course content with high quality and effectiveness.
2. In order to serve as an instructor of record at MCC, for freshman and sophomore level courses designed for transfer to a baccalaureate degree, faculty should have a minimum of a master's degree with at least 18 graduate hours in the discipline in which they are teaching. In appropriate areas, work experience, professional licensure, and certification are also considered. Degrees and graduate credit hours held by faculty members, whether full time or part-time, must have been earned at a U. S. regionally accredited institution. [SACSCOC, Principles of Accreditation, 3.7.1]
3. In order to serve as an instructor of record at MCC, for associate degree courses designed to prepare students specifically for employment in career and technical areas, instructors should have a minimum of 3 years of experience in the field, appropriate certification or professional licensure, and educational background and credentials at the same level as or higher than the certificate or degree being awarded in the program. Degrees and graduate credit hours held by faculty members, whether full time or part-time, must have been earned at a U. S. regionally accredited institution. [SACSCOC, Principles of Accreditation, 3.7.1]
4. ISD faculty hired by MCC to teach dual credit courses at the high school site will follow the same application and screening procedures as adjuncts hired to teach at the college campus. Employment will only be awarded after approval by the appropriate division or program chair.
5. MCC shall evaluate instructors of college courses offered for dual credit using the same or comparable procedures used for faculty teaching at the college campus. Faculty teaching courses for dual credit shall comply with MCC's standards of instruction and policies. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (e)(2)] [SACSCOC, Principles of Accreditation, 3.7.2]

When such evaluations include classroom observation, the ISD will provide access to the classroom in question to the appropriate MCC personnel. The MCC personnel will be expected to comply with the standard ISD visitor screening process.

6. The appropriate representatives of the MCC academic department will evaluate the performance of faculty teaching college courses offered as dual credit. Included in this evaluation will be a determination of how well the faculty member performs in achieving the desired learning outcomes. Additionally, the evaluation will include a review of performance on the items delineated in Section VI, item 9. The evaluation will be forwarded to the Vice President of Instruction for a decision regarding whether the faculty member will be able to continue teaching college courses as dual credit. In the event that it is determined that a faculty member employed by the District will not be allowed to continue, the District will be informed in a timely manner. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (e)(2)] [SACSCOC, Principles of Accreditation, 3.7.2]
7. Unless a district and MCC agree in writing to sub-contract for payment of ISD faculty who are hired by MCC to teach dual credit courses at the high school site, McLennan Community College will pay those faculty members directly as adjunct employees of the College.
8. The MCC Division Chair of the program area oversees instructional content for college courses taught for dual credit. All course content, learning outcomes, and instructional objectives will be consistent with courses taught on the College campus. All instructors must have a syllabus posted on the MCC website that incorporates instructional objectives and intellectual competencies, by the MCC deadline.
9. Faculty teaching college courses for dual credit are expected to carry out the following:
 - a. Teach assigned courses, with the same level of rigor of a regular college course, according to approved course syllabi and learning outcomes associated with course. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (f)]
 - b. Provide each student with a syllabus/class outline that explains the expectations of the instructor, learning outcomes, attendance policy, cheating policy, and other information needed by the student (Examples: timelines, required class materials, outside assignments, course pre-requisites, etc.).
 - c. Check student enrollment in the course. If a student's name does not appear on the MCC class roll, the student may not attend class. If a student's name does not appear, the student should be instructed to contact the MCC High School Pathways Office to complete the enrollment process.
 - d. Arrive on time for classes or notify the High School Pathways Office and/or the high school as early as possible of an inability to meet a class.
 - e. Submit an instructor absence form to the division director to document each absence.
 - f. Maintain control of the class. If there is a discipline problem that requires immediate attention, contact the administrator in charge on that campus. Additionally, report any classroom discipline problems to the High School Pathways Office.
 - g. Submit Textbook Request Forms to the appropriate academic department for each course taught every semester, by the MCC deadline.

- h. Keep class record books, lesson assignments, and other necessary materials or equipment available for substitute instructors.
 - i. Submit all required class rosters, student grade reports, and required documentation, by MCC deadlines.
 - j. Maintain accurate attendance records for all classes.
 - k. Assign both an alphanumeric *and* numeric grade for each dual credit student. MCC grades will be submitted through the WebAdvisor system.
 - l. Maintain a copy of grade books for each dual credit class at the high school. If MCC personnel need to review grade books, the High School Pathways Program Director and/or the appropriate Division Chair will request and receive a copy at that time. Detailed records should be saved for one (1) calendar year following the end of the course. If employment with MCC ends, records for the previous year should be submitted to the appropriate Division Chair.
 - m. Check MCC email on a regular basis for information on deadlines, reporting, grades, etc. This is one form of official communication from the college.
 - n. Attend faculty meetings and other special meetings called by the High School Pathways Office, Division Chair, Dean of Arts, Sciences & Business, Dean of Health Professions, Dean of Workforce & Public Service, Vice President of Instruction, or the President, when possible.
 - o. Direct students with disabilities to the MCC Accommodations Specialist for appropriate action. The instructor should not give opinions about disabilities or provide accommodations for disabilities prior to receiving appropriate direction from the MCC Accommodations Specialist.
 - p. Provide the institution with an updated Curriculum Vitae, which includes educational history.
 - q. Keep the High School Pathways Office informed regarding matters affecting the welfare of students, faculty, and the institution.
 - r. Participate in evaluation procedures in relation to the above stated requirements under this agreement. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (e)(2)] [SACSCOC, Principles of Accreditation, 3.7.2]
10. The District shall perform criminal background checks as required by applicable law on all persons teaching dual credit courses that are not paid directly by MCC. The District is responsible for ensuring that all such individuals have met acceptable standards under such background checks.
11. As with all MCC instructors, faculty teaching courses offered for dual credit who are also employed by the District are subject to MCC policies, rules, and regulations. Faculty employed by the District will be required to meet the same teaching expectations as other faculty at MCC, expectations delineated in Section VI, item 9.

12. Faculty teaching courses offered for dual credit who are also employed by the District will be required to participate in a minimum of 4 hours per year of McLennan professional development activities, activities such as McLennan Professional Development Day, Dual Credit Faculty Seminar, and courses offered through the McLennan Center for Instructional Design. For purposes of this agreement, the year shall run from the Summer 1 semester through the Spring semester.

VII. Location of Classes

1. Dual credit courses may be taught on the college campus or on the high school campus, or by distance education, including Internet delivery and/or hybrid courses. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (c)]
2. For dual credit courses taught exclusively to high school students on the high school campus and for dual credit courses taught electronically, McLennan Community College complies with applicable rules and procedures for offering courses at a distance. In addition, dual credit courses taught electronically comply with the THECB's Principles of Good Practice for Courses Offered Electronically.

VIII. Transcription of Credit

For dual credit courses, high school as well as college credit should be transcribed immediately upon a student's completion of the performance required in the course. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (h)]

IX. Academic Policies and Student Support Services

1. All academic policies applicable to courses taught on MCC campuses shall apply to dual credit high school students enrolled in face-to-face campus, distance education, and courses, as outlined in the MCC policies and catalog. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (g)(1)]
2. Students violating MCC policies relating to academic integrity will be subject to the penalties described in the course syllabus and the relevant MCC policies. Such violations will also be reported to the ISD.
3. Students taking college classes for dual credit may utilize the same services that are available to other MCC students. MCC is responsible for ensuring timely and efficient access to such services as academic advising and counseling, learning materials (e.g., library resources), and other services for which the student may be eligible [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (g)(2)]
4. Dual credit students are entitled to access online tutoring (Smarthinking) or face-to-face tutoring at no cost to the student.

X. Course Curriculum, Instruction, and Grading

1. The MCC Division Chair of the program area oversees instructional content for college courses taught for dual credit.
2. MCC shall ensure that a college course offered for dual credit at the high school and the corresponding course offered at the College are equivalent with respect to the curriculum,

contact hours, course maximum, materials, instruction, and method/rigor of evaluation of student performance, regardless of student composition of the class. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (f)]

3. All MCC instructors must have a syllabus on file which incorporates the policy and procedure for learning outcomes, grading policies, and disability services.
4. Instructors shall follow MCC grading policies for awarding college credit.
5. Faculty will participate in providing information for the assessment of student learning outcomes as required by the Southern Association of Colleges and Schools Commission on Colleges. This includes, but is not limited to, the submission of summary scores/data where such information is needed for evaluating departmental success and the submission of student work for secondary evaluation by the division to ensure that relevant learning outcomes are achieved in any given course.
6. The appropriate representatives of the MCC academic department will evaluate the performance of faculty teaching college courses offered as dual credit. Included in this evaluation will be a determination of how well the faculty member performs in achieving the desired learning outcomes. Additionally, the evaluation will include a review of performance on the items delineated in Section VI, item 9. The evaluation will be forwarded to the appropriate Vice President for a decision regarding whether the faculty member will be able to continue teaching college courses as dual credit. In the event that it is determined that a faculty member employed by the District will not be allowed to continue, the District will be informed in a timely manner. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (e)(2)] [Southern Association of Colleges and Schools, Principles of Accreditation, 3.7.2]

XI. Transfer of Courses

McLennan Community College is fully accredited by the SACSCOC, and basic academic, general education courses are readily transferable to other public institutions of higher education in Texas. However, since each college has its own policy regarding the transferability of courses, each student is strongly advised to check with the college he or she plans to attend after high school, other than MCC, in order to determine the transferability of MCC courses.

CTE/Workforce education courses are not designed for transfer beyond the community college level. However, programs exist at some universities that allow these courses to be applied directly to baccalaureate degree requirements. Students are encouraged to check with prospective universities concerning programs such as the BAAS, BAT and other similar programs.

XII. Academic Regulations

1. An MCC class minimum of twelve students is deemed necessary to make a class. Any exceptions will be approved by the Vice President of Instruction.
2. MCC courses offered as dual credit, regardless of where they are taught, follow the same college calendar, syllabus requirements, course outline, grading procedure and other instructional and evaluative policies and procedures. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (g)(1)]

3. The Texas Education Code and SACSCOC do not allow for outside influence on college grading systems.
4. Letter grades are given in accordance with policies printed in the college catalog. Whenever possible, numerical grades will be provided to the high school counselor by the High School Pathways Office.
5. In the event of a grade dispute, the MCC policy for grade appeals will be followed. Please see the MCC catalog and/or the *Highlander Guide*.
6. Dual credit students may withdraw from a course and receive a grade of "W" at any time during the semester on/prior to the MCC official drop deadline specified in the College Calendar located in the class schedule or catalog. After the MCC official drop deadline, dual credit students will follow published MCC policy in regards to withdrawing from courses and the grade recorded for such courses. It is the student's responsibility to officially withdraw from a course or verify that the instructor initiated the withdrawal procedure.

XIII. Funding

1. The cost of tuition and fees will be based on the current McLennan Community College tuition and fee schedule for dual credit students.
2. State funding for college courses offered for dual credit will be available to both the District and MCC based upon current funding rules of the State Board of Education and the Texas Higher Education Coordinating Board. [TAC 19, Part 1, Chapter 4, Subchapter D, §4.85 (i)(1)]
3. MCC waives tuition and fees for students demonstrating financial need. Information and an application form for this tuition exemption are located on the McLennan Community College dual credit website.

XIV. Classroom Facilities and Technology

1. The high school or ISD partner agrees to provide MCC faculty and dual credit high school students with the facilities and technology necessary to support a college learning environment.
2. The high school or district will ensure MCC faculty and the dual credit students have access to MCC email, Brightspace, WebAdvisor, and the MCC Library from ISD computers.

XV. Indemnity and Liability

1. To the extent allowed by law, the District does hereby agree to defend, indemnify, and hold harmless MCC, its Board of Trustees, agents, employees, and representatives, from and against any and all causes of action, claims, liabilities, debts, or judgments arising from or related to: (1) the actions or omissions of District instructors provided under this Agreement; or (2) the actions or omissions of any employee, agent, instructor, or anyone else acting on behalf of the District in the performance of this Agreement.

2. The District assumes all liability related to or arising from the acts and/or omissions of its employees, contractors, agents, or representatives related to this Agreement or the dual credit program.

XVI. Miscellaneous

1. District and/or students are responsible for all textbook and instructional materials for students enrolled in dual credit courses.
2. Both parties agree to have a spirit of cooperation and to endeavor to provide a positive collegiate-level experience for those high school students with the maturity and academic preparation to be successful in college-level courses.
3. This Agreement may only be modified in writing signed by both parties.
4. This Agreement will become effective on the date the last party executes it and will remain in effect until either party decides to terminate same. Either party may terminate this Agreement without cause by giving the other party notice in writing at least thirty (30) days before the beginning of the first day of the MCC semester or District semester, whichever is earlier.
5. Nothing herein shall waive the parties' immunity to suit or liability as established by applicable law.
6. The parties to this Agreement are not in a joint venture, partnership, or otherwise.
7. This Agreement shall be governed by the laws of Texas.
8. All parties to this Agreement agree to abide by and comply with all applicable laws regarding student privacy including, but not limited to, FERPA.
9. The signatures below indicate and represent that the governing boards of both MCC and District have approved this Agreement.

XVII. Other Agreements with the District

This agreement does not apply to MCC Continuing Education courses offered in the District, nor other agreements between MCC and the District. MCC and the District will have a separate and distinctive agreement for MCC Continuing Education courses offered to District students.

XVIII. Accommodations/Disabilities

Dual credit students who may require special arrangements in order to meet course requirements because of a disability should contact MCC Disability Services as soon as possible to make necessary arrangements. Once that process is completed, appropriate verification from Disability Services will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification from Disability Services has been provided. For additional information, please visit mclennan.edu/disability.

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

Disability Services

disabilities@mclennan.edu

254-299-8122

Room 249D, Completion Center, in the Student Services Center

MCC policies related to accommodations will apply to students enrolled in dual credit courses.

XIX. Title IX

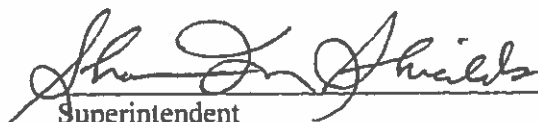
MCC cares about student safety and values an environment where students and instructors can successfully teach and learn together. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at titleix@mclennan.edu or by calling Dr. Drew Canham (Vice President for Student Success) at 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC by calling 299-8210. The MCC Student Counseling Center is a confidential resource for students.

McLennan's Title IX webpage (<http://www.mclennan.edu/titleix/>) contains more information about definitions, reporting, confidentiality, resources, and what to do if someone is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence or domestic violence.

XX. Non-Discrimination

Neither McLennan Community College nor La Vega Independent School District will discriminate against any individual regardless of race, color, religion, national or ethnic origin, gender, disability, age, veteran status, genetic information, sexual orientation, gender identity, pregnancy, or other legally protected category in its educational programs, activities, or employment as required by Title VI or Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Educational Amendments Act of 1972, and the Age Discrimination Act of 1978.


The following staff member is designated to handle inquiries regarding nondiscrimination policies: Drew Canham, Vice President of Student Success, 1400 College Drive, 254-299-8645, titleix@mclennan.edu



Superintendent

On behalf of La Vega Independent School District

5-24-18
Date



Dr. Johnette McKown
President
McLennan Community College

4-11-18
Date

October 31, 2018

La Vega I. S. D.
Attn: Dr. Charla Rudd
400 East Loop 340
Waco, TX 76705

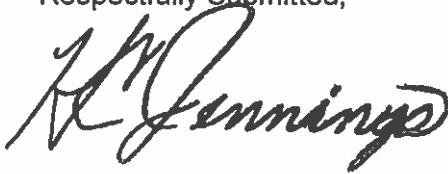
Re: Grow Your Own, Cycle 2 Grant Application

Dr. Rudd,

As the President of La Vega Independent School District Board of Trustees, I am both honored and pleased to offer support in the district's application of the Grow Your Own Cycle 2 grant. The Board of Trustees remain committed to providing quality educational opportunities for our children. Encouraging paraprofessionals to complete college and degree in education exemplifies the importance of a bachelor's degree. The grant would serve to promote the college-going culture the district has worked hard to establish.

I look forward to hearing about our progress in growing our own highly effective and promoting a culturally diverse district.

Respectfully Submitted,

A handwritten signature in black ink, appearing to read "H. Jennings", written in a cursive style.

Mr. Henry Jennings
President
La Vega I. S. D. Board of Trustees
District 2
25 Years of Service

November 2, 2018

Dr. Charla Rudd
Assistant Superintendent
La Vega I.S.D.
400 East Loop 340
Waco, TX 76705

Dear Dr. Rudd:

As a Vice-President of the La Vega Independent School District Board of Trustees, I am personally pleased to be making application to the Texas Education Agency for the Grow Your Own Grant Program, Cycle 2. This grant is very valuable to continuing efforts that La Vega Independent School District is making in providing resources and support in the hiring of highly effective teachers.

The district continues to make strides in student performance which can only occur with highly motivated student-focused educators. As a district in a high poverty community, we must look for programs and partnerships in recruiting and retaining teachers.

I am excited at the possibility of impacting those who impact our youngest and most vulnerable children. If I can offer any additional help or information, please contact me.

Sincerely,

A handwritten signature in black ink that reads "Phil Bancale". The signature is written in a cursive, flowing style.

Mr. Phil Bancale
Vice-President
La Vega I. S. D. Board of Trustee
39 Years of Service

November 2, 2018

Dr. Charla Rudd
La Vega ISD
400 E. Loop 340
Waco, Texas 76705

Dear Dr. Rudd:

As Secretary of the La Vega Independent School District Board of Trustees, I am committed to the goals and objectives stated in the Grow Your Own, Cycle 2 Grant Program. I believe assisting our paraprofessionals matriculate from the McLennan Community College Associate of Arts program into either Tarleton State or Texas Tech Bachelor of Science degree programs aligns with several of our board goals.

I lend my support and encouragement of securing grant funds to provide support for employees in becoming future educators. We must provide our students with highly effective and diverse adults that narrows the gap between the student minority population and our teacher minority population.

Please continue to research opportunities for our paraprofessionals and continue to keep our Board of Trustees informed.

Sincerely,

A handwritten signature in black ink that reads "Brenda Rocha". The signature is written in a cursive, flowing style.

Mrs. Brenda Rocha
Secretary
La Vega Board of Trustees
Single-Member District 3

November 5, 2018

Dr. Charla Rudd
La Vega ISD
400 E. Loop 340
Waco, Texas 76705

Dear Dr. Rudd:

As Assistant Secretary of the La Vega Independent School District Board of Trustees, I am committed to the goals and objectives stated in the Grow Your Own, Cycle 2 Grant Program. I believe assisting our paraprofessionals matriculate from the McLennan Community College Associate of Arts program into either Tarleton State or Texas Tech Bachelor of Science degree programs aligns with several of our board goals.

I lend my support and encouragement of securing grant funds to provide support for employees in becoming future educators. We must provide our students with highly effective and diverse adults that narrows the gap between the student minority population and our teacher minority population.

Please continue to research opportunities for our paraprofessionals and continue to keep our Board of Trustees informed.

Respectfully,



Mrs. Mildred Watkins
Assistant Secretary
La Vega Board of Trustees
Single-Member District 1
21 Years of Service

November 2, 2018

Dr. Charla Rudd
Assistant Superintendent
La Vega I.S.D.
400 East Loop 340
Waco, TX 76705

Dear Dr. Rudd:

As a member of the La Vega Independent School District Board of Trustees, I am personally pleased to be making application to the Texas Education Agency for the Grow Your Own Cycle 2 grant funding. This grant is very valuable to continuing efforts that La Vega Independent School District is making in providing resources and support in the hiring of highly effective teachers.

The district continues to make strides in student performance which can only occur with highly motivated student-focused educators. As a district in a high poverty community, we must look for programs and partnerships in recruiting and retaining teachers.

I am excited at the possibility of impacting those who impact our youngest and most vulnerable children. If I can offer any additional help or information, please contact me.

Sincerely,



Mr. Randy Devorsky
La Vega I. S. D. Board of Trustee
District 5
28 Years of Service

November 2, 2018

Dr. Charla Rudd

Assistant Superintendent
La Vega I.S.D.
400 East Loop 340
Waco, TX 76705

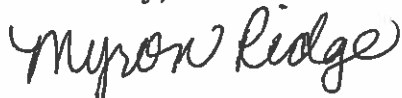
Dear Dr. Rudd:

As a member of the La Vega Independent School District Board of Trustees, I am personally pleased to be making application to the Texas Education Agency for the Grow Your Own Cycle 2 grant funding. This grant is very valuable to continuing efforts that La Vega Independent School District is making in providing resources and support in the hiring of highly effective teachers.

The district continues to make strides in student performance which can only occur with highly motivated student-focused educators. As a district in a high poverty community, we must look for programs and partnerships in recruiting and retaining teachers.

I am excited at the possibility of impacting those who impact our youngest and most vulnerable children. If I can offer any additional help or information, please contact me.

Sincerely,

A handwritten signature in black ink that reads "Myron Ridge". The signature is written in a cursive, flowing style.

Mr. Myron Ridge
At-Large Member
La Vega I. S. D. Board of Trustee

November 2, 2018

Dr. Charla Rudd

Assistant Superintendent
La Vega I.S.D.
400 East Loop 340
Waco, TX 76705

Dear Dr. Rudd:

As a member of the La Vega Independent School District Board of Trustees, I am personally pleased to be making application to the Texas Education Agency for the Grow Your Own Cycle 2 grant funding. This grant is very valuable to continuing efforts that La Vega Independent School District is making in providing resources and support in the hiring of highly effective teachers.

The district continues to make strides in student performance which can only occur with highly motivated student-focused educators. As a district in a high poverty community, we must look for programs and partnerships in recruiting and retaining teachers.

I am excited at the possibility of impacting those who impact our youngest and most vulnerable children. If I can offer any additional help or information, please contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Raymond Koon". The signature is stylized with a large, looping "R" and a cursive "Koon".

Mr. Raymond Koon
Single-Member, District 4
La Vega I. S. D. Board of Trustee

